

Theme II: Experiencing the Profession/Unit 1: History and Trends

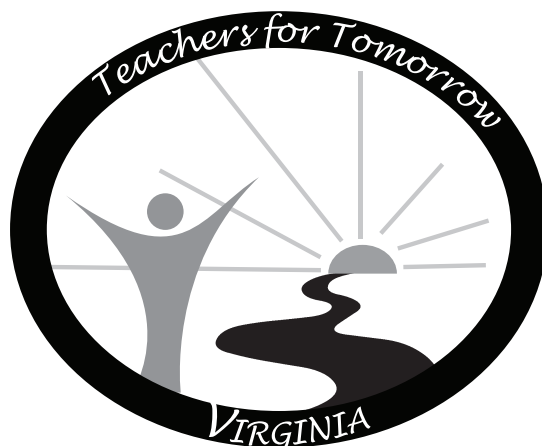
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Bold titles indicate Virginia Supplement. Non-bold titles indicate contents of CERRA S.C. Teacher Cadet Curriculum.





Theme II: Experiencing the Profession/Unit 1: History and Trends

Preface

Lessons in this supplement will replace the culminating activity and the first three lessons in Theme II Unit I, pp. 1-20, with a new culminating activity and two lessons addressing the History of Public Education in Virginia. In addition, two supplemental lessons address the development of and rationale for the Virginia Standards of Learning. Teachers have the option of continuing to teach the Teacher Cadet lessons “Changing our Comfort Zone” pp. 21–22 and “The Little Red Schoolhouse and the Pony Express” pp. 23–30.

The **Historical Perspectives** lesson begins by guiding students to identify changes in public education since the Colonial period, including the purpose of education, what schools looked like, who went to school, and the kinds of learning materials students were provided. This is followed by **Public Schools for All?**, which examines differing ideas about the purpose of education from the perspectives of Thomas Jefferson, John Dewey, and E.D. Hirsch. Students will select ideas from one of these three thinkers to develop a public service announcement. The third lesson, **Educating Diverse Students in Virginia Schools**, provides an analysis of how thinking about equal educational opportunity has evolved over time. This lesson segues into the two supplemental lessons about the academic achievement gap, the standards and accountability movement, and the development of Virginia’s Standards of Learning and assessments.

In Lesson 4, **How Do We Know They’re All Learning?**, students will build on their prior knowledge about Virginia’s Standards of Learning (SOLs), moving beyond the perspective of a high school student faced with a high-stakes test to a broader understanding of the rationale for the development of the standards and the SOL tests. The lesson also places the SOLs in historical context, and discusses their relationship with the federal No Child Left Behind Act. The “Continuous Improvement Model for Standards-Based Assessment” is introduced here with a graphic illustrating the interconnections among standards, instruction, assessment, data analysis, remedial interventions, and their ultimate influence on student learning. This model will be reviewed at various points throughout the curricular supplement as lessons touch on each of the components. In Lesson 5, **Virginia Standards of Learning: What Do They Mean to Me?** students research the importance of Virginia’s SOLs for a variety of stakeholders.

The culminating activity, **Educating Citizens for Democracy**, asks students to integrate their learning about the history of public education by analyzing themes from a historical timeline and from oral history interviews. *The History of Public Education in Virginia* (2003), developed by the Virginia Department of Education, is available on the accompanying CD and may be used as an additional resource for this unit.

Estimated instructional time: two weeks.



Directions for Placement in Teacher Cadet Binder

Culminating Lesson: Educating Citizens for Democracy

Historical Perspectives

Public Schools for All?

Educating Diverse Students in Virginia Schools

These four
lessons
replace
pp. 1-20

How Do We Know They're All Learning? Virginia SOLs

Virginia Standards of Learning—What Do They Mean to Me?

Insert these
two lessons
after p. 22



Theme II: Experiencing the Profession/Unit 1: History and Trends

Culminating Activity: Educating Citizens for Democracy

Objective: Students will understand how schooling and the education system in the Commonwealth have changed over time.

Essential Question: What kinds of education do citizens of a democracy in a pluralistic society need?

Culminating Unit Assessment: Students will complete an oral history interview and organize data from the interview according to themes discussed in class and presented in the handout "Key Historical Events That Influenced Education."

Activities:

1. Present and describe the handout "Key Historical Events in America and Virginia" and ask students the following questions:
 - a. What do you notice about this chart? What are the differences between the time periods covered? What do you notice about the national and Virginia columns? What do you notice about changes over time? Educating diverse students? Curriculum? Accountability?
 - b. Why do you think there were more events listed nationally than in Virginia? How do you think events were chosen for inclusion in the handout? Do the events represent our discussions over the last few classes?
 - c. What would you add to the Virginia column in the modern education period about educating diverse students, standards, and accountability? How might you gather information to add to the Virginia column? If you were to interview family members or other adults to gather information about education in Virginia, who would you ask and why?
 - d. Look over the timeline and identify questions you want answered about education in each of the eras. Review the questions and put a circle around the questions that you believe could be answered in an interview. Put a square around those questions for which you would have to do library research to find the answer. (Or use different colored highlighters instead.)
2. Hand out the "History Interview Activity Sheet." Explain to students they will be acting as historians to collect evidence about schools and education in the past. Their assignment is to interview a minimum of three and preferably five adult family members, neighbors, teachers, or other adults about how they were educated in elementary and secondary school. Students should refer to the questions they wrote on the Key Events handout. They might work in small groups to develop additional interview questions, including questions about how schools are different today and how they might be different in the future.



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3. With students, identify a time line for interview completion and review the rubrics (written and oral) for the presentation guidelines. Remind students that they will need to choose the most interesting information to present because they will not be able to share everything they learned. Telling a story is a good way to share. The story should have some connection to the big ideas about education that were discussed in class.

Assessment:

Students will prepare an oral history report (either written or oral). Assess the report using either the Research Paper Rubric from the Teacher Cadet Instructors Manual, p. 88, or the Oral Presentation Rubric on p. 89 of the Teacher Cadet Instructors Manual.

Greatest weight will be assigned to the **Focus–Content** criterion for the Research Paper or the **Content Knowledge** criterion for the Oral Report. The teacher will assess the extent to which the student identifies historical themes in the oral history interviews that connect to readings and discussion about events in Virginia and U.S. History.

Materials:

- Student Worksheet: “Key Historical Events in Education in America and Virginia”
- Handout: Oral History Interview
- Optional handouts: History of Education—An Overview (p. II-1-4) and Education Trends in America (p. II-1-5) from Teacher Cadet Curriculum
- Assessment Rubric: Research Paper Rubric (p. 88 of the Teacher Cadet Instructors Manual) OR Oral Presentation Rubric (p. 89 of the Teacher Cadet Instructors Manual)

Time: 1 hour, 30 minutes

Standards:

- II.1.1: Students will trace the state and national history of education.
- II.1.2: Students will understand the educational trends that have influenced the issues in today’s education.
- II.1.3: Students will predict future educational trends based on past and current events.
- IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.
- IV.1.2: Students will develop expository and informational writings.

Resources:

Commonwealth of Virginia Department of Education, *A History of Public Education in Virginia* (2003).

Tips for conducting the interview:

<http://www.byubroadcasting.org/capturingpast/conducting.asp>



Key Historical Events That Influenced Education in America and Virginia

Time Period	Key National Events	Key Virginia Events	Student Answers/Notes
Colonial Period	<ul style="list-style-type: none"> • Harvard College established 1636 • Old Deluder Satan Law (1647) • New England Primer used to teach alphabet, vowel, and consonant structure and Bible readings 	<ul style="list-style-type: none"> • First Jamestown school established (1618) • College of William and Mary established (1693) • Education seen as the responsibility of the family • Schools focused mainly on practical learning and less on book learning 	
Early Republic 1776–1865	<ul style="list-style-type: none"> • Washington, Webster, Franklin, Jefferson, and Rush support public education in 1780s • Elementary education focused on reading; Latin Grammar Schools educated upper-class white males • First school for the deaf established in Hartford, CT (1817) • First public high school, Boston (1821) • Horace Mann accepts the position of First Secretary of the State Board of Education in Massachusetts (1837) and wins support for common schools; some resistance to common schools because of diversity of race and religions • Individuals with disabilities are seen as having a genetic deficit; asylums proliferate • First Women's Rights Convention (1848) 	<ul style="list-style-type: none"> • Field schools provide an elementary education; academies designed to provide education to sons of the wealthy, although many wealthy families hire private tutors • Jefferson's Bill for the Diffusion of Knowledge (1779) proposes system of free schooling • State Literacy Fund (1810) to support education of the poor • University of Virginia established (1819) 	



Key Historical Events That Influenced Education in America and Virginia

Time Period	Key National Events	Key Virginia Events	Student Answers/Notes
Growth of Schooling and Progressive Education 1865–1945	<ul style="list-style-type: none"> Establishment and growth of high schools First Morrill Act gives western states land to sell if they use the profits to establish colleges (1862) Civil Rights Act gives citizenship for native-born except Native Americans and Asians (1866) Indian Peace Commission establishes deculturalization policies through reservations and education (1867) Dawes Act dissolves tribal lands and establishes boarding schools for American Indians (1887) The Second Morrill Act extends land grant provisions to southern states (1890) Committee of Ten reforms secondary school curriculum (1893) <i>Plessy v. Ferguson</i> maintains policy of “separate but equal” in public facilities (1896) Smith-Hughes Act provides federal funds for the teaching of agriculture (1917) Cardinal Principles reform secondary school curriculum (1918) 19th Amendment (women’s right to vote) is ratified (1920) <i>Pierce v. Society of the Sisters of the Holy Names of Jesus and Mary</i> finds that it is illegal to require all children to attend public schools (1925) Wheeler Howard Act restores lands to tribal ownership (1933) Medical schools place quota of 5% on female admissions (Columbia and Harvard refuse all females) (1925–1945) 12,000 Japanese Americans sent to relocation camps (1942) 	<ul style="list-style-type: none"> Public school system established in Virginia under the leadership of William Ruffner, first Virginia superintendent (1870) Booker T. Washington enters Hampton Institute (1872) Virginia Colony for Epileptic and Feeble-minded opened (1910) Virginia passes Eugenical Sterilization Act (1924) Walter Plecker helps pass Virginia Racial Integrity Law (1924) <i>Buck v. Bell</i> upheld Virginia statutes that forbade “feeble-minded” people from marrying or becoming parents (1927) 	



Key Historical Events That Influenced Education in America and Virginia

Time Period	Key National Events	Key Virginia Events	Student Answers/Notes
Diversity and Modern Schooling 1945–present	<ul style="list-style-type: none"> • <i>Brown v. Board of Education</i> declares separate schools unconstitutional (1954) • National resistance to mandated integration (e.g., Little Rock, AK) • USSR launches satellite Sputnik; Americans fear they're falling behind Soviets (1957) • <i>School District of Abington Township v. Schempp</i> declares state-enforced Bible reading and prayer in public schools unconstitutional (1963) • Elementary and Secondary Education Act provides Title I money for disadvantaged children (1965) • In <i>Lemon v. Kurtzman</i>, the U.S. Supreme Court finds that state aid to parochial schools constitutes impermissible entanglement between church and state (1972) • Title IX bans sex discrimination in education institutions that receive federal funding (1972) • Education for All Handicapped Children Act (1975) mandates that schools provide special education services • President Reagan establishes the National Commission on Excellence in Education. The Commission's report, <i>A Nation at Risk</i>, calls for K-12 reform (1983) • In <i>Wallace v. Jaffree</i> the Court finds that a state law allowing time in schools for meditation or voluntary prayer is unconstitutional (1985) • No Child Left Behind Act directs state testing in reading and math and mandates federal reporting of student scores of low-income, race/ethnicity, disability, and limited English proficiency (January 2002) 	<ul style="list-style-type: none"> • "Massive Resistance" to school desegregation (1956–59) • Standards of Learning development begins (1983) • Virginia Board of Education adopts Standards of Learning in English, mathematics, history and social science, science, and computer technology (1990) • Standards of Learning assessments are developed (1998) 	



Oral History Interviews

Assignment:

Historians rely primarily on written sources when researching history. However, when there are no available written accounts, such as the personal educational experiences of individuals, historians conduct interviews. You are encouraged to interview as many adults as you can. The older the people you interview, the more different their experiences will be from today. Also, their experiences will be different depending upon where they were educated, so try to provide as much diversity of experience as possible. When conducting these interviews, ask the following:

- Where and how were you educated? (For example, did you go to public or private school? Was the school in a city, suburb, or rural area? Did you celebrate holidays in your school and if so, which ones?) Why did you or your parents make that choice?
- What other options for schooling were available (public versus private schools, school choice within district, etc.)? Were these options available to all groups (women, African Americans, American Indians, the disabled)?
- Can you tell me about any controversy you remember surrounding segregation, integration, and “massive resistance”?
- What were your graduation requirements? Did you have to take any major standardized tests (e.g., school achievement tests, local tests, state standardized tests such as the SOLs) to graduate?
- In your school, how were classes grouped (by ability or level; honors, college-preparatory, general)? If the classes were grouped by ability or tracked, how did you choose your classes?
- Did you have the same friends all through school? Did you take the same courses as your friends?
- In what ways do you think schools today are different from when you were a student?
- What stories do you know about the educational experiences of some of your relatives from previous generations?

Conducting the Interview:

For tips on conducting an interview, see: “Conducting the Interview”
<http://www.byubroadcasting.org/capturingpast/conducting.asp>

Summarizing the Interview:

After you have conducted your interviews, you must synthesize your information. Your teacher will assign you to write a one-page narrative or make a five-minute presentation of your findings.

Since you cannot include everything, you will need to do what all good historians do. Start by identifying your most important findings and order them chronologically. Make your presentation interesting by telling the story of education in earlier times in the words of your interviewee. Also, like a historian, you will have to provide some historical context based on what was discussed in class. Compare what you learned about education then with what you know about education now.



Theme II: Experiencing the Profession/Unit 1: History and Trends

Historical Perspectives

Objective: Students will identify five changes in public education since the colonial period of American history.

Essential Question: What kinds of education do citizens of a democracy in a pluralistic society need?

Assessment: Students will identify five differences between colonial schools and schools of today in terms of purpose, materials, curriculum, students, and facilities.

Activities:

1. Discuss what schools were like in colonial times. Remind students of the difficulties of life and the lack of educational opportunities. Help students list 10 characteristics of schools at the time of the Revolutionary War. *(Note to teachers. A list of websites follows with information about Colonial education.)*
2. Have students read "A Brief Overview of the Evolution of Public Schooling."
3. Discuss with students how schools have changed over the past 200 years by writing on the board the title of each of the 5 themes below. Students should note additional questions for later research.
 - a. PURPOSE: What was the purpose of schooling in Colonial America?
 - b. FACILITIES: What did school buildings look like at the beginning of our country?
 - c. STUDENTS: Who went to school?
 - d. CURRICULUM: What did students learn in school?
 - e. MATERIALS: What kinds of learning materials were used in school?
4. Divide students into groups of 3 or 4. Assign one theme to each group. Ask students to list the ways this theme has changed since Colonial times. Students will explain their responses with examples from the short background reading or prior historical knowledge.
5. Bring the groups together. For each theme, ask students to share their ideas about changes that have taken place and list these changes on the board. Ask students to explain what historical factors might have influenced these changes.

Assessment:

Students will write a one-page paper that describes the changes in the purposes of schools, the materials used in school, what is taught in school, who goes to school, and what schools look like, and explain what historical factors might have influenced these changes. Assess the paper using the rubric on p. 88 of the Teacher Cadet Instructors Manual.



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Materials:

- Handout: A Brief Overview of the Evolution of Public Schooling
- Assessment Rubric: Research Paper Rubric (p. 88 of the Teacher Cadet Instructors Manual)

Resources:

Schooling, Education, and Literacy in Colonial America:

<http://alumni.cc.gettysburg.edu/~s330558/schooling.html>

Back in the Day: Lessons from Colonial Classrooms:

http://www.education-world.com/a_lesson/lesson166.shtml

Schools during Colonial Times:

<http://www.arps.org/amhersthhistory/nas/>



A Brief Overview of the Evolution of Public Schooling

The nation's founders faced a dilemma as they envisioned the type of education America's early citizens would receive. They had to balance the critical thinking skills necessary for active citizenship with the need to foster patriotism and unity. Fearing the new nation would splinter into factions, George Washington thought the schools should help homogenize the populace by emphasizing people's similarities. Benjamin Rush argued that students had to be taught restraint and deference to authority through direct instruction in the ideals and virtues of Christianity. "Let our pupil be taught," Rush explained, "that he does not belong to himself, but that he is public property." Noah Webster worried that unless the schools imposed order on the new citizens, the country might fall into anarchy. These men were worried that the young nation could fall to pieces if students were not directly taught to love their country. Thomas Jefferson proposed a bill to set up a public education system in Virginia in 1779, but he was unsuccessful. At that point, American citizens were not willing to pay for these public schools. In addition, some feared the schools would not be religious enough, while others were concerned that educating the poor and working classes would lead to more civil unrest, not less.

The first public or common school system was established before the Civil War in Massachusetts under the leadership of Horace Mann, but only after he could convince the powerful business leaders that educated citizens would make better workers. The South generally lagged behind, so Virginia didn't establish public schools until 1870 under the leadership of William Ruffner. Like Mann, Ruffner experienced harsh opposition, but he managed to convince his constituents of the benefits of educating all Virginians. Separate schools were established for African Americans and American Indians. The Hampton Institute was created for these populations, but its curriculum was centered on vocational training, not college preparation. Booker T. Washington was the most famous graduate of Hampton and he publicly defended its industrial education approach against attacks by his rival W.E.B. DuBois, who disagreed with the idea that blacks should be taught to take their humble role in society. Some Indians attended Hampton as well, but under the Dawes Act of 1887, many were forced into boarding schools where they were required to cut their hair and forget their Indian ways. "Kill the Indian in him," a proponent of the Act declared, "and save the man." Despite the obvious humiliation, such ideas were believed to help these populations.

Public education began to extend to high school during this time. However, it wasn't until the end of the 19th Century that high schools could be found in most communities. Most high schools used the curriculum recommended in 1893 by the Committee of Ten, which suggested that college-bound and non-college bound students should be taught the same curriculum. Over time as more immigrants arrived in America, especially from what was considered the less desirable areas of Southern and Eastern Europe, many schools switched to the recommendations of the 1918 Cardinal Principles, which sought to prepare students for life, not just for college. Part of the schools' mandate was to "Americanize" immigrants and give them the skills they needed to adjust to social life in urban areas, which usually meant working in a factory. The Smith-Hughes Act of 1917 signaled the federal government's commitment to the development of a vocational workforce in the public schools. This Act provided funding for the training of industrial, agricultural, trade, and home economics teachers.



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Education in the first part of the 20th Century is often described as the “Progressive Era.” Progressives believed that science and rational thought could improve the lives of everyone. They attacked the “traditional” ways of doing things and replaced them with new ideas based on experience and empirical research. In schools, this meant instead of rote memorization and recitation of facts—the most common forms of teaching—students would do hands-on activities and learn by doing. Such ideas were believed to be more in line with the new psychological research on children. Educational philosopher John Dewey was regarded as the driving force behind the progressive education movement. He wrote prolifically about how the new educational ideas were going to improve democratic society as a whole. His ideas were driven by a new philosophy called pragmatism that emphasized how truth had to evolve over time to meet the needs of a changing society. Later Dewey became a harsh critic of how his ideas were often misinterpreted by his followers.

At the same time, some policy makers wanted to make schools more efficient, essentially suggesting they should be run like businesses. This meant “educational experts” would now be in charge of centralized school districts and run them “efficiently” like businesses. Those who were in charge (principals and superintendents) became known as administrators. Until World War II, most administrators were men, and most teachers were women. Teachers were paid very poorly and were expected to adhere to a strict code of conduct enforced by the local school boards and school superintendents.

During the second half of the 20th Century, two important and related issues challenged students, parents, teachers, and school leaders: should public funds be used to support religious education and should religious observations be allowed in schools? The U.S. Constitution guarantees freedom of religion to the nation’s citizens, and Thomas Jefferson called for a “wall of separation between church and state.” However, some taxpayers whose children were enrolled in non-public schools have argued that parochial as well as public schools should receive federal dollars. In a series of decisions since 1971, the U.S. Supreme Court has determined that federal funds may be used to help parochial schools only in specific situations, such as services for children with disabilities, salaries of Title I teachers, and purchase of instructional materials. At the same time, however, the Court has determined that in the public school setting, a variety of religious activities (prayer in schools, mandatory Bible reading, and the like) are unconstitutional. In some cases, restrictions on religious observations in public schools led parents to decide either to home school their children or place them in private schools.

In 1987, a professor at the University of Virginia, E.D. Hirsch, wrote *Cultural Literacy: What Every American Needs to Know*. Hirsch became associated with the “back to basics” movement, which promotes the view that all students should be knowledgeable about a set of agreed upon facts and concepts. He contends that this core knowledge helps all citizens, regardless of class or race, contribute to society. Hirsch outlines the facts he deems most necessary in multiple texts and he promotes them through his Core Knowledge Foundation. Hirsch’s writings influenced the decision to develop Standards of Learning in Virginia.



In 2001, Congress passed the No Child Left Behind Act. President George W. Bush signed the legislation into law in January 2002 as the current version of the Elementary and Secondary Education Act. A major goal of this law, according to the President, is to prepare children from the many diverse backgrounds that make up U.S. society to acquire the “complex skills” required by today’s workforce. In his foreword to the new law, Bush suggested that, “taken together, these reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.” This law requires, for the first time on a national level, that schools report detailed information to parents and the federal government about how students are doing on tests in core subject areas. Furthermore, test scores must be disaggregated by subgroups, including low-income, race/ethnicity, disabled, and limited English proficiency. Lawmakers argue that this new system of accountability will ensure that parents, citizens, and decision makers will know how well schools are educating every individual student, regardless of race, class, ethnicity, or disability. Under No Child Left Behind, each state is responsible for establishing its own set of standards and accountability assessments. Virginia’s Standards of Learning actually preceded the passage of No Child Left Behind and were developed based on many of the same goals.

Thus, as our nation has evolved, citizens, scholars, and decision makers have expressed differing (and often conflicting) points of view about the purpose of public education: to prepare citizens for their role in a democracy; to prepare individuals to work in business and industry; to prepare students to be life-long learners; and to assure that all who complete a high school education have been exposed to and understand certain core facts and concepts.



Theme II: Experiencing the Profession/Unit 1: History and Trends

Public Schools for All?

Objective: Students will be able to identify Thomas Jefferson's, John Dewey's, and E.D. Hirsch's ideas about education in a democracy.

Essential Question: What kind of education do citizens in a democracy need?

Assessment: Students will create a public service announcement using ideas from one of the three educational thinkers to build broad-based community support for public schools in our nation and state.

Activities:

1. Conduct a think-pair-share. Ask students to think about what they believe the purpose of education is. Have individual students write their thoughts on a piece of paper and share them with a partner. Ask some of the pairs to share their responses. List the ideas on the board and ask students to notice if there are any that contradict each other or that represent very different values. Tell the class that across history, the American people have never really agreed on a common purpose of education, and the many changes in our educational system across time are a reflection of this ongoing debate.
2. Review the handout "A Brief Overview of the Evolution of the Public School System," by asking students to highlight and then make note of as many different ideas as they can find in the text about the purposes of public schools.
3. Ask students to refine their original ideas in terms of four big questions:
 - a. What is the purpose of public schools?
 - b. Who should be educated?
 - c. What should be taught?
 - d. What role should religion play?
4. Hand out the "Three Educational Thinkers" worksheet. Divide the students into four groups and assign one of the four questions above to each group member. Present the PowerPoint "Public Schools for All?" Each student will take notes related to the assigned question.
5. Ask students to spend a few minutes working in their groups to share their notes and answer all four questions in writing.
6. Discuss with students what public service announcements (PSAs) are and what they are intended to do. Ask students for examples of PSAs that they have seen on television. (You may wish to show one of the PSAs from http://ali.apple.com/ali_sites/ali/exhibits/1000975/ or have students view them at



home.) Students will work in their groups to reach a consensus regarding a PSA message about Virginia's Public Schools based on ideas from the class discussion (e.g., Virginia's Schools Are for Everyone). They will then develop a set of bullet points that could be used in a three-minute Public Service Announcement to build broad-based community support for Virginia's schools. They should draw upon and cite the writings of at least one of the three educational thinkers in the PowerPoint to convince people who see the PSA of the importance of education and how it can contribute to the greater public good. Additional research on the selected thinker may be conducted for homework using the suggested resources below.

Assessment:

1. Teachers may collect student answers to the four questions.
2. Teachers will evaluate the PSA using the scoring rubric.

Materials:

- PowerPoint: "Public Schools for All?" (available on the accompanying CD)
- Teacher Resource: Public Schools for All PowerPoint Outline
- Worksheet: Three Educational Thinkers: Jefferson, Dewey, and Hirsch
- Assessment Rubric: Public Service Announcement

Time: 1 hour, 30 minutes

Standards:

II.1.1: Students will trace the state and national history of education.

II.1.2: Students will understand the educational trends that have influenced the issues in today's education.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.

Resources:

The following website presents samples of PSAs developed by middle school students and tips on how to create a PSA: http://ali.apple.com/ali_sites/ali/exhibits/1000975/

Other websites:

John Dewey: <http://dewey.pragmatism.org>

E. D. Hirsch: <http://www.coreknowledge.org/CK/index.htm>

History of U.S. Education: <http://www.eduhistory.com/>

Committee of Ten: <http://tmh.floonet.net/books/commoften/mainrpt.html>

Cardinal Principles: <http://www.nd.edu/~rbarger/www7/cardprin.html>

Evolving Classrooms: http://www.pbs.org/kcet/publicschool/evolving_classroom/index.html

Designing PSAs: http://ali.apple.com/ali_sites/ali/exhibits/1000975/

No Child Left Behind: <http://www.ed.gov/nclb/landing.jhtml?src=pd>

<http://www.nea.org/esea/index.html>

http://www.edexcellence.net/foundation/topic/topic.cfm?topic_id=



Public Schools for All?

PowerPoint Outline

What is the purpose of public schools in a democracy?

- Provide a common culture to all citizens
- Deference to the authority of government
- The importance of order
- Love of country

Considerations for establishing and maintaining a public school system

- What is the purpose of public schools?
- Who should be educated?
- What should be taught?
- What role should religion play?

Changes over Time

The questions and answers about the purpose of public education change over time.

Three viewpoints:

Thomas Jefferson
John Dewey
E.D. Hirsch

Thomas Jefferson

- 1743–1826
- Third President of the United States
- Principal author, Declaration of Independence
- Author, Virginia Statute for Religious Freedom
- Founder, University of Virginia

What is the purpose of public schools?

"I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness... The tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests and nobles who will rise up among us if we leave the people in ignorance." (1786)

Who should be educated?

- Elementary schools for all children, rich and poor, male and female.

- District colleges for white males who can afford to pay; scholarships for other deserving students.
- University for the most able.

What should be taught?

- Primary schools: reading, writing, and common arithmetic.
- District colleges: grammar, history, logarithms, arithmetic, trigonometry, geography, navigation, natural philosophy, Greek and Latin.
- University: continuation of District College curriculum and "all other useful sciences shall be taught in their highest degree."

What is the role of religion in public education?

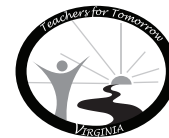
Jefferson believed that religion should be completely separate from government, as well as from the curriculum of the schools. He believed that students should study science and history, through which they would learn secular morality and civic duty.

John Dewey

- 1859-1952
- Philosopher--School of Pragmatism
- Psychologist
- Educational Reformer
- Connection between education and social action in a democracy
- Believed that schools did not always meet the social, emotional, and intellectual needs of children and, thus, the needs of society

What is the purpose of public schools?

- "Democracy has to be born anew every generation, and education is its midwife." (School and Society, 1889)
- "...the school [is] the primary and most effective instrument of social progress and reform." (My Pedagogic Creed, 1897)



Who should be educated?

- All citizens of the democracy.
- "A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity." (Democracy and Education, 1916)

What should be taught?

- Schools should teach problem solving and learning how to think rather than simply learning discrete pieces of information.
- "I believe, therefore, that the true centre of correlation of the school subjects is not science, nor literature, nor history, nor geography, but the child's won social activities... I believe that there is...no succession of studies in the ideal school curriculum. If education is life, all life has...a scientific aspect; an aspect of art and culture and an aspect of communication." (My Pedagogic Creed, 1897)

What role should religion play?

"Our [public] schools, in bringing together those of different nationalities, languages, traditions, and creeds, in assimilating them together upon the basis of what is common and public in endeavour and achievement, are performing an infinitely significant religious work. They are promoting the social unit out of which in the end genuine religious unit must grow." ("Religion in Our Schools" 1908)

E.D. Hirsch: Core Knowledge

What is the purpose of public schools?

"The principal aim of schooling is to promote literacy as an enabling competence....the basic goal of education in a human community is

acculturation—the transmission of specific information shared by the adults of the group." (Cultural Literacy, 1987)

Who should be educated?

- "People should have the opportunity to become more competent regardless of class, race, or ethnicity." (Cultural Literacy, 1987)
- "...provide all children equally with the knowledge and skills that will keep them independent and free." (The Schools We Need and Why We Don't Have Them, 1996)

What should be taught?

- Core knowledge is solid— a body of lasting knowledge.
- Core knowledge is sequenced—it builds on knowledge; there is a stated outline of content to be learned grade by grade.
- Core knowledge is specific—it specifies important knowledge in language arts, history and geography, math, science, and the fine arts.
- Core knowledge is shared— it allows all children to share in our national literate culture.

What role should religion play?

"Religion has started wars and ended wars. It has inspired conquest and sometimes resulted in evil. It has also inspired glorious resistance to evil. Religious symbols adorn the flags of many nations, and religious beliefs impel the actions of millions of individuals. Moreover, religions have provided and continue to provide believers with answers to life's enduring questions...The issue, then, when it comes to religion, is not whether to teach this subject matter, but how to do it well. Without some instruction in world religions, our children's understanding of the world is impoverished, impaired, diminished. Education is a process of opening doors and providing windows on the world. To keep religion a secret in our schools is to shut the doors and close the windows." (Mary Beth Klee, "Common Knowledge," 1994)



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Student Name _____ Date _____

Three Educational Thinkers: Jefferson, Dewey, and Hirsch

Theme	Jefferson	Dewey	Hirsch
Purpose of education			
Who gets to be educated?			
What should be taught?			
Role of religion in schools			



Assessment Rubric—Public Service Announcement

Scoring	Unacceptable	Fair	Good	Excellent
Presentation	Assignment handed in late. Ten or more careless spelling/grammar errors. No paragraph transitions. Disregard for spacing, margins, or length.	Five or more careless spelling/grammar mistakes. Awkward paragraph transition. Incorrect margins, length, or spacing.	Three or four careless spelling/grammar mistakes. Paragraphs hold together well. Margins, length, and spacing meet guidelines.	No careless spelling or grammatical errors. Paragraphs hold together well. 12-point font, 1-1.25 margins. Proper length (1-page) and spacing (double).
Structure and style	Sloppy, unfocused, does not capture audience's attention, and/or unorganized.	Assignment meets minimum requirements, but the PSA is not engaging or compelling. Argument unfocused or confusing in areas. Presumes prior knowledge on the part of the reader. Important points not emphasized sufficiently.	PSA appropriate for the audience. Develops a logical argument supported by appropriate visuals.	PSA grabs the attention of the reader. Lays out a compelling case for public education. Highlights important points. Well-supported by background information and strong visuals.
Evidence	Lacks quotations or direct references to readings, or quotations are inappropriate for message and poorly selected.	PSA includes one or more quotations from one of the three thinkers, but may be excessive in number and/or lack sufficient explanation or connections to message.	PSA includes at least one appropriate quotation from one of the three thinkers to support message.	PSA includes at least one well-selected quotation from one of the three thinkers; quotation is thought-provoking and clearly supports message.
Critical thinking and synthesis of information	Little or no direct connection to readings and discussion; no evidence of understanding any of the thinkers. Ideas fail to relate to message.	Some concepts discussed in class are included in message but not deeply reflected upon. Missing obvious or critical issues or material discussed in class, and/or ideas do not seem relevant to message.	Good connection with readings. Shows comprehension and a satisfactory level of reflection, on issues, and these are applied well to message.	Evidence of deep understanding of the thinker and critical reflection on class readings. The ideas of the thinker are applied creatively and convincingly to message.

Comments:

Grade_____



Theme II: Experiencing the Profession/Unit 1: History and Trends

Educating Diverse Students in Virginia Schools

Objective: Students will be able to identify the ways that Virginia has educated all students, including minorities and students with disabilities. Students will be able to make generalizations about the impact of the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) on Virginia schools.

Essential Question: What does equality of educational opportunity mean?

Assessment: Students will write a mini-history that includes a diary entry written from the point of view of an African American, a student with a disability, a Native American, a girl, a boy, or a recent immigrant reflecting on a day in school.

Activities:

1. For homework the night before, have students read “Education in Recent Years.”
2. Ask students to consider the following: How do schools balance equality (treating all students the same) with equity (opportunity to learn, fairness, high standards for all balanced with the means to achieve them)?
3. Review material presented in Lesson 2, especially the ideas regarding Jefferson’s, Dewey’s, and E.D. Hirsch’s views of what education is and for whom it is intended. Explain how ideas about who could receive an education, as well as the kind of education they are entitled to, have changed over time. Women, various racial groups, and people with disabilities have all struggled for the same rights as others to equal educational opportunities. Many of these gains have been achieved during recent times.
4. Explain that the class will be looking at different perspectives and experiences of 20th Century education. When historians write and evaluate history, it is important that they consider different viewpoints. Divide the class into six groups and assign one of the following populations to each group.
 - Students with disabilities
 - African Americans
 - Native Americans
 - Males and females
 - Recent immigrants
5. Hand out the worksheet “Equal Educational Opportunities—But Things Are Different Now.” Each group will discuss and list what students know about the selected topic. Group members will then list three to five questions they would like to research further.
6. If time permits, bring in a guest speaker or a veteran teacher who has personally



experienced some of the changes discussed in this unit related to educational policy and practices in recent decades.

7. For homework, have students use the suggested websites to investigate their group's questions. Groups should divide the research questions among students. During the following class meeting, groups will meet to compile their findings and report back.
8. **Wrap-up Discussion:** Since the 1960s more attention has been paid to those students who do not fit the traditional mold. This attention resulted in federal funding for those students with physical, emotional, and learning disabilities by ensuring that qualified students receive special services. The No Child Left Behind (NCLB) Act of 2001 requires that all American students be competent in reading and mathematics. To achieve this goal, states and schools must assess students' performance and progress on state-developed tests at different points in their school career. Although states and school divisions are given some flexibility in how they meet NCLB requirements, they must focus on the ultimate goal of the law: by 2014, 100 percent of students will meet NCLB proficiency goals. Schools that do not meet these goals may be subject to a series of sanctions. Revisit the opening question: Does the modern Virginia school system provide educational equity? Do modern schools prepare students for their responsibilities in a democracy?

Assessment:

Students will prepare a mini-history that includes the following attributes:

- a. A clear description of the population/person being discussed.
- b. Information about the history of this population in the public schools.
- c. Description of current efforts for inclusion of this population.
- d. A diary entry from one of the historical periods studied, portraying a day in the life of a student in the Teacher Cadet's High School, with details about what the student is thinking, feeling, saying, and doing.

Materials:

- Handout: "Education in Recent Years: The Struggle for Equal Educational Opportunity"
- Student Worksheet: "Equal Educational Opportunities—But Things are Different Now"
- Assessment Rubric: Mini-History

Time: 1 hour, 30 minutes



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Standards:

- I.1.1: Students will trace the state and national history of education.
- I.1.3: Students will be able to work cooperatively with others.
- I.2.4: Students will encourage acceptance of others' diversity.
- II.1.2: Students will understand the educational trends that have influenced the issues in today's education.
- II.1.3: Students will predict future educational trends based on past and current events.
- IV. 1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.
- IV.1.2: Students will develop expository and informational writings.

Resources:

General

<http://www.eduhistory.com/>

Gould, Stephen Jay. *The Mismeasure of Man: Revised and Expanded Edition*. New York: Norton, 1996.

Kliebard, Herbert. *The Struggle for the American Curriculum 1893–1958*. New York: Routledge, 1995.

Link, William. *A Hard Country and Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870–1920*. Chapel Hill: University of North Carolina Press, 1986.

Urban, Wayne and Jennings Wagoner, *American Education: A History with the McGraw-Hill Foundations of Education Timeline* 3rd ed. New York: McGraw-Hill, 2003.

Boys and Girls

<http://www.sadker.org/>

<http://www.aed.org/ToolsandPublications/upload/healthyboys.pdf>

African Americans

Anderson, J.D. *The Education of Blacks in the South 1860-1935*. Chapel Hill: University of North Carolina, 1988.

<http://www.vahistory.org/massive.resistance/index.html>

Native Americans

<http://falcon.jmu.edu/~ramseyil/vaindians.htm>

Adams, David Wallace. *Education for Extinction: American Indians and Boarding School the Experience, 1876–1928*. Lawrence: University of Kansas, 1995.

Persons with Disabilities

http://www.house.gov/ed_workforce/issues/109th/education/idea/ideafaq.pdf

No Child Left Behind

<http://www.ed.gov/nclb/landing.jhtml?src=pd>

<http://www.nea.org/esea/index.html>

http://www.edexcellence.net/foundation/topic/topic.cfm?topic_id=5



Education in Recent Years: The Struggle for Equal Educational Opportunity

After the Second World War, two major changes took place in American society. First, the fact that Americans had fought against the undemocratic, racist views of the Nazis, while at home mistreating African Americans, Japanese Americans, and other groups, seemed to many hypocritical and unfair. Many African Americans, in fact, had volunteered to serve in World War II, only to return to a segregated society. The Civil Rights movement grew in large part out of this discontent. A second major change was the emergence of the Cold War, which pitted the Communist countries of the East against the democratic ones of the West. The federal government responded to these challenges by looking to schools to help educate students about racial tolerance, as well as democratic versus communist ideologies.

After the Soviet Union launched a satellite named Sputnik in 1957, Americans became alarmed that our country was falling behind the U.S.S.R. in scientific accomplishments. Many feared that the United States was losing the Cold War because Soviet schools might be better than American ones. The next year, the federal government reacted by passing the National Defense Education Act, which provided funding for schools and educational research. Emphasis was placed on math and science because these subjects were considered keys to winning the Cold War. Up to this point, decisions about education were considered a local affair, free from the influence and interference of the federal government. Beginning in the 1950s, the federal government began to exert more influence on local schooling. For example, when the 1954 *Brown v. Board of Education* case declared that separate schools were unconstitutional (overturning *Plessy v. Ferguson*), many school districts refused to comply. In 1958, President Eisenhower had to call in National Guard troops to enforce the desegregation of a school in Little Rock, AR. In Virginia, the movement to defy desegregation was called "massive resistance." Many leaders chose to close schools rather than admit black students. In some communities, white parents chose to send their children to private schools rather than have them come in contact with blacks in the desegregated public schools.

One way to think about educational reforms in the last half century or so is to look at how the meaning of equal educational opportunity has changed over time, from defining equal educational opportunity as meaning equality of *treatment*, to equality of *access*, to equality of *outcomes*. The Supreme Court's ruling in *Brown v. Board of Education* stated that the notion of separate schools for black and white students was inherently unequal. The court further ruled that equal educational opportunity is "a right which must be made available to all on equal terms (*Brown v. Board of Education*, 347 U.S. 483, 74 S. Ct. 686, 91 L.Ed. 873). This meant that everyone should be treated the same regardless of race, ability, or background. It was further assumed that once equality of treatment was achieved, all students would have the same opportunity to succeed.

The idea of *equality of treatment* was challenged in several court cases emerging from the civil rights era. The families of students who were learning English and of students with disabilities represent examples of groups who argued that their children were still not receiving an equitable opportunity to learn because they did not have equal access to the curriculum. In the case of *Lau v. Nichols*, for example, the Supreme Court ruled in



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favor of the family of a Chinese-speaking child, arguing that even if students received “the same facilities, textbooks, teachers, and curriculum,” students cannot be expected to learn if instruction is provided in a language they do not understand (*Lau v. Nichols*, 414 U.S. 563, 566). As a result of legal challenges such as this, schools were required to provide additional help so English language learners could gain access to instruction. Congress also approved new legislation, beginning with the 1965 Elementary and Secondary Education Act, which provided extra funding through Title I for disadvantaged students, many of whom were from racial minority and immigrant groups. In 1972, President Richard Nixon signed Title IX (referred to as Title IX because it was the ninth title in a series of education amendments) into law to address concerns about gender discrimination in educational settings. This law prohibits sex discrimination in any education program or activity within an institution receiving any type of federal financial assistance.

In 1975, Congress passed the Education for All Handicapped Children Act. This law ensured that all school districts locate and provide services for students with disabilities. These include providing students with a free, appropriate, public education (FAPE), educating them in the least restrictive environment, and developing an individualized education plan (IEP) for each eligible student. The student’s IEP spells out the exact services students will receive to help them learn, such as assistive technology or additional time to complete a homework assignment. Since 1975, this legislation has been amended, expanded, and renamed the Individuals with Disabilities Education Improvement Act (IDEA).

By the 1980s, some argued that decades of adapting the schools to accommodate different kinds of students had watered down the curriculum. These critics called for a return to “basics” and the implementation of higher standards. Society, they argued, is more complex than ever and so students need to be better and more highly educated than past generations. No Child Left Behind and the Virginia Standards of Learning represent the view that schools, school divisions, and states should be held accountable to reach the same high standards (*equality of outcomes*). They implemented accountability in the form of annual tests to ensure that students were making progress in specific subject areas. Furthermore, the No Child Left Behind law requires that schools report the performance and progress of various subgroups of students (including English language learners, students with disabilities, students from low-income families, and students from several racial categories) to monitor and close historical achievement gaps and bring the performance of all groups up to grade level on standardized tests.

Some educators argue that both equal educational opportunities and equality of outcomes make up the broader concept of equity. This idea, argues Sonia Nieto, requires us to demand both “fairness and the real possibility of equality of outcomes for a broader range of students” (Nieto, 1992, p. 2). It also means acknowledging the differences that children bring to school, admitting the possibility that such differences may influence how students learn, and making provisions for these differences (p. 110).

References

- Baca, L., & Cervantes, H. (1998). *The Bilingual Special Education Interface* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Nieto, S. (1992). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. White Plains, NY: Longman.



Equal Educational Opportunities—But Things Are Different Now

Student Name: _____ Date: _____ Population: _____

What kinds of educational opportunities existed for this group during Jefferson's time?	What gains have been made?	What obstacles remain and what progress do you predict for the future?



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Assessment Rubric—Mini-History

Scoring	Unacceptable	Fair	Good	Excellent
Presentation	Assignment handed in late; 10 or more careless spelling/ grammar or mechanical errors; disregard for paragraphs and spacing.	Assignment handed in at beginning of class, 5 or more careless spelling/grammar or mechanical errors ; awkward spacing or paragraphs; incorrect margins, length, or spacing.	Assignment handed in at the beginning of class, 3 or fewer careless spelling/ grammar or mechanical errors.	Assignment handed in at beginning of class; no careless spelling / grammar or mechanical errors; spacing and paragraphs logical, neat and readable; 12-point font, 1-1.25 margins. Proper length (1-2 pages) and spacing (double).
Description and history of population/person	No description of the population/person; no history described.	Includes brief description of population/person and attempts a history, but leaves the reader with some questions. Does not clearly connect with diary entry.	Includes a description of the population/ person along with historical background that connects with diary entry.	Includes a well developed, detailed description of the population/person that integrates class reading and discussion and provides a clear historical context for diary entry.
Current efforts for inclusion	No description of current efforts for inclusion of this population.	Attempts description at current efforts for inclusion, but important information is missing/unclear.	Describes current efforts for inclusion of this population.	Thorough description of current efforts for inclusion; reflects understanding of issues.
Diary Entry (develops a narrative voice)	Reads like an impersonal description that lacks unique narrative voice. No links to historical context or to the target population.	Tentative or disorganized diary entry, showing little creativity or synthesis of ideas. A few links to historical context. Attempts to develop a narrative voice, but may under represent or stereotype the perspective of target population/person.	Diary entry demonstrates some creativity. Makes satisfactory reference to the historical context. Expresses a narrative voice.	Diary entry well developed and synthesizes important issues of the time through personal story. Clear connections with historical context. Thoughtfully and creatively expresses an authentic narrative voice.
Critical Thinking and Synthesis of Information	No analysis of major historical themes discussed in class.	Reports, but does not deeply reflect upon or synthesize material learned in class.	Includes reflection upon the material and analysis of critical issues discussed in class. Conclusions are appropriate and supported.	Strong analysis of issues, material, discussions, and historical themes from class. Thoughtful synthesis of presented material leads to well-developed conclusion.

Grade _____

Comments:



Theme II: Experiencing the Profession/Unit 1: History and Trends

How Do We Know They're All Learning? Virginia Standards of Learning

Objective: Students will analyze the relationship between the Standards of Learning and the Standards of Learning Assessments.

Essential Question: Why did Virginia develop the Standards of Learning?

Assessment: Students will be able to correctly align standards and test items.

Critical Concepts/Vocabulary: Standards of Learning (SOLs), SOL test, accountability, disaggregate, verified credit, accreditation, No Child Left Behind (NCLB), Adequate Yearly Progress (AYP)

Activities:

1. Review what was learned in the lesson on "Student Diversity in Virginia Schools" about the accountability movement. Ask students to recall how and why this movement developed.
2. Ask the class what words and phrases come to mind when they hear the words "Standards of Learning." Call on four or five students to share their thoughts. (Do not correct any misconceptions at this point, but limit students to short answers.)
3. Distribute sticky notes and graphic organizer, "Virginia Standards of Learning and SOL Tests." Ask students to take 60 seconds to write down as many ideas as they can about these two topics, one idea per sticky note.
4. Reproduce the diagram on easel paper, and direct students to place sticky notes in the appropriate area of the diagram. Once everyone has placed their sticky notes, help the students summarize the main ideas that emerged. Then ask them to notice on which side of the diagram most of their ideas seem to fit. (Most classes will probably generate a lot of strong feelings about the tests, but few ideas about the standards.)
5. Ask students if they have ever wondered why the SOL tests were developed. Pass out the graphic "Continuous Improvement Model for Standards-Based Instruction and Assessment." [NOTE: a PowerPoint of this graphic is available on the accompanying CD.] Explain that the graphic illustrates a way of conceptualizing current thinking about how standards, curriculum, instruction, and assessment should all lead to student learning. Tell the students they will be learning about this model throughout the course. Today, they will begin to examine the relationship between the top box, **Standards**, and the bottom right box, **Standards-Based Assessments**.
6. Ask students if they can think of some examples in their own lives when they would want to know that someone had met certain standards of quality before performing a job or function. For example, why do we have to take a driving test and earn a license to drive a car? What would happen if just anyone were allowed



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to drive a car? Is there an advantage to knowing that the person styling your hair for the prom has a beautician's license? What kinds of things would the person need to know how to do before receiving a license?

7. Hand out the worksheet "Standards: A License to Proceed." Divide students into groups of three to four and assign roles, including scribe, facilitator, and spokesperson. Assign each group one of the examples listed at the top of the worksheet (or let them think of their own example). Ask students to brainstorm together and have their scribe jot down their responses to each of the questions on the worksheet.
8. Regroup as a whole class. Ask group spokespersons to share some of their responses. Discuss what common ideas seem to emerge across these varying examples. Together, ask the class to come up with a consensualized definition of "standards" and write it on the board.
9. Distribute briefing paper, "What Do They Know, and Who Is Accountable? The Virginia Standards of Learning."
10. Ask students to read briefing paper, highlighting critical concepts and vocabulary.
11. Returning to the large Venn Diagram, discuss the difference between the Standards of Learning and the SOL tests. Ask students to discuss the following question: What are the advantages and disadvantages of teaching students only the information listed on the SOL Blueprints? How do you think teachers should use the SOL Blueprints?

Teacher Notes:

The Standards of Learning promote more consistency at the local, division, and state levels about what students are expected to know and be able to do. Just as you have to pass a driver's test to get your driver's license, the SOL tests measure whether students are ready to move on to the next grade or meet requirements for graduation. Results of the SOL tests also demonstrate how well schools, school divisions, and the whole state are educating their students. This is termed "accountability."

The Standards of Learning encompass much more than is actually tested. The SOL tests include only those standards that can be tested in a multiple-choice or written format. They represent the **minimum expectation** of what the Commonwealth of Virginia expects students to know and be able to do. Also review NCLB information provided earlier in "An Overview of the Origin of the Public School System" and "Student Diversity in Virginia Schools."

**Assessment:**

Cut out several copies of the “Virginia Standards of Learning and Sample Test Items” cards and laminate them. Give students a copy of the “Virginia Standards of Learning and SOL Tests Venn Diagram” and ask them to place each item on the correct side of the diagram. Then ask students to show how the SOL sample test questions are related to the concepts described in the Virginia Standards of Learning.

Materials:

- Student Worksheet: Virginia Standards of Learning and SOL Tests Venn Diagram
- Student Worksheet: Standards: A License to Proceed
- Handout: A Continuous Improvement Model for Standards-Based Instruction and Assessment
- Handout: What Do They Know and Who Is Accountable? The Virginia Standards of Learning
- Teacher Resource: Background Paper: Standards and Accountability
- Virginia Standards of Learning and Sample Test Items cards
- Sticky notes
- Easel paper

Time: 1 hour, 30 minutes

Standards:

11.1 1: Students will trace the state and national history of education.

11.1 2: Students will understand the educational trends that have influenced the issues in today's education.

11.2.3: Students will describe the governance structure of their local, state, and national educational systems.

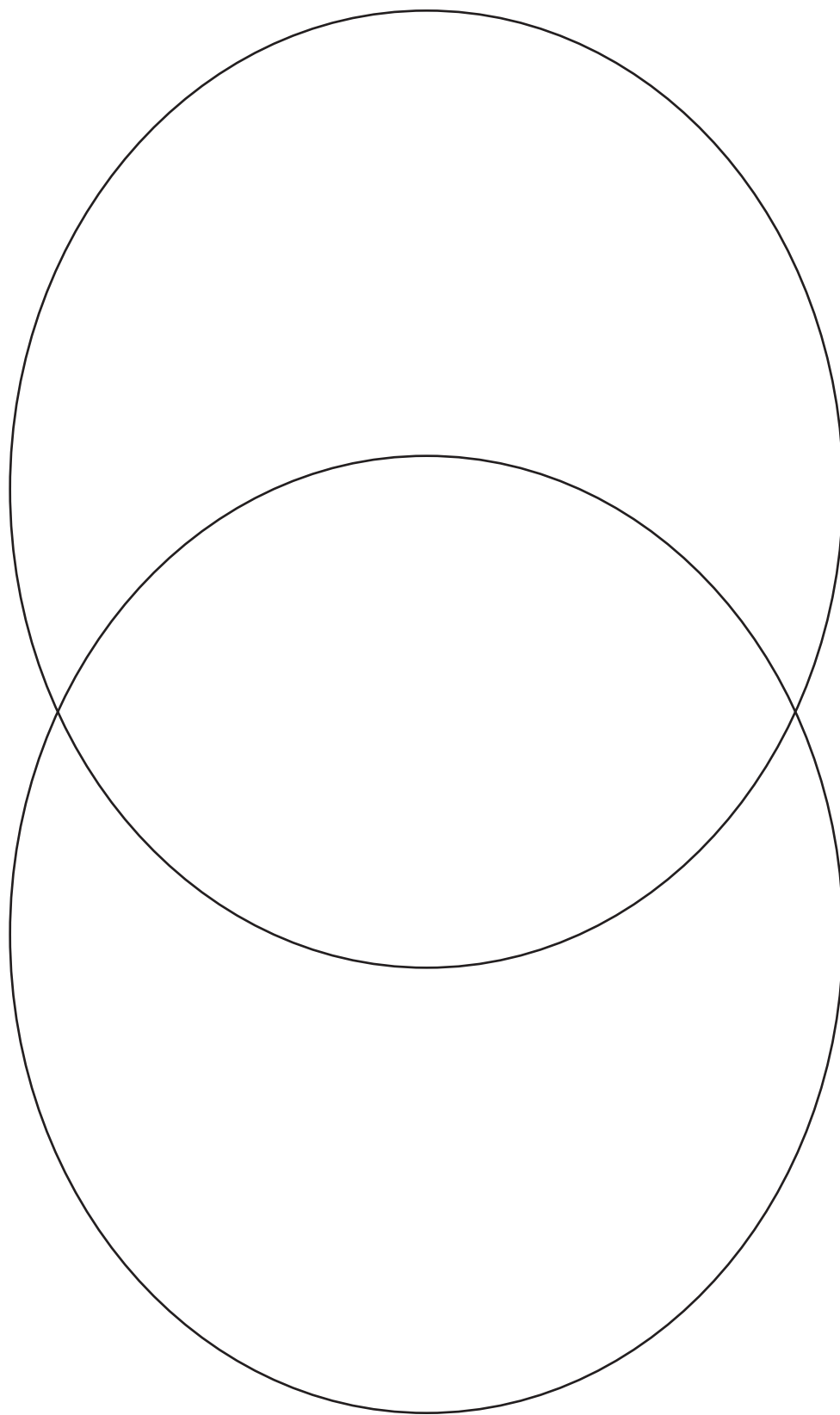


Virginia Standards of Learning (SOLs) and SOL Tests

Congratulations! It is often said that the best way to learn something is to do it. As a student, you have a special advantage over most of your teachers when it comes to the Virginia Standards of Learning and SOL tests. You have first-hand experience! Use the sticky notes you have been given to record what you already know about the Virginia Standards of Learning and the SOL tests. Place your sticky notes in the appropriate area of the enlarged version of the graphic on the easel. After completing the assigned reading and the class discussion, use this worksheet to summarize your learning. On the back of this paper, write three questions you have about Standards of Learning and SOL tests.

Virginia Standards of Learning

SOL Tests





Standards: A License to Proceed

Why Do We Have Standards?

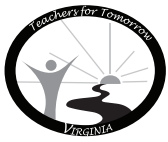
If you are a driver, you had to take a test and demonstrate your skill behind the wheel to get your license. This is only one of many instances in which society sets minimum standards to be met before a person legally can carry out a specific function.

Many employers and most universities view a high school diploma as a minimum standard for employment or for college admission. For many occupations, Virginia sets licensure requirements. Public weigh masters, bingo callers, bail bondsmen, and a long list of more familiar professionals must all be licensed to practice in Virginia.

Listed below are some of the occupations that require a license. As a group, agree on a brief written response to each of the following questions. Then come to a consensus on a definition of standards. Be prepared to share your answers with the whole class.

Occupations:

- | | | |
|------------------|------------------------|---------------|
| a. Cosmetologist | b. Day Care Provider | c. Realtor |
| d. Auctioneer | e. Building Contractor | f. Accountant |
1. List in order of importance (1=most important) the occupations for which it is most important for the state to require licenses. Briefly explain your rationale for placing the most and least important rankings on your list.
 2. Is it fair for the state to require a license for each of these occupations? Why or why not? List five criteria that the state should consider before requiring that an occupational category should be subject to licensure.
 3. If a person is physically or mentally disabled, under what circumstances should the person be able to receive a license? Should such a person be given any special help or treatment in acquiring a license?



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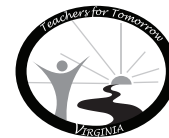
4. In what ways does an occupational group benefit from being licensed? What are some of the drawbacks of licensure? Under what circumstances should an individual be exempt from licensure requirements?

5. Under what circumstances should a license be revoked? How long should a license be valid before it has to be renewed? Why?

6. In what ways is earning a high school diploma like getting a license? In what ways does it differ?

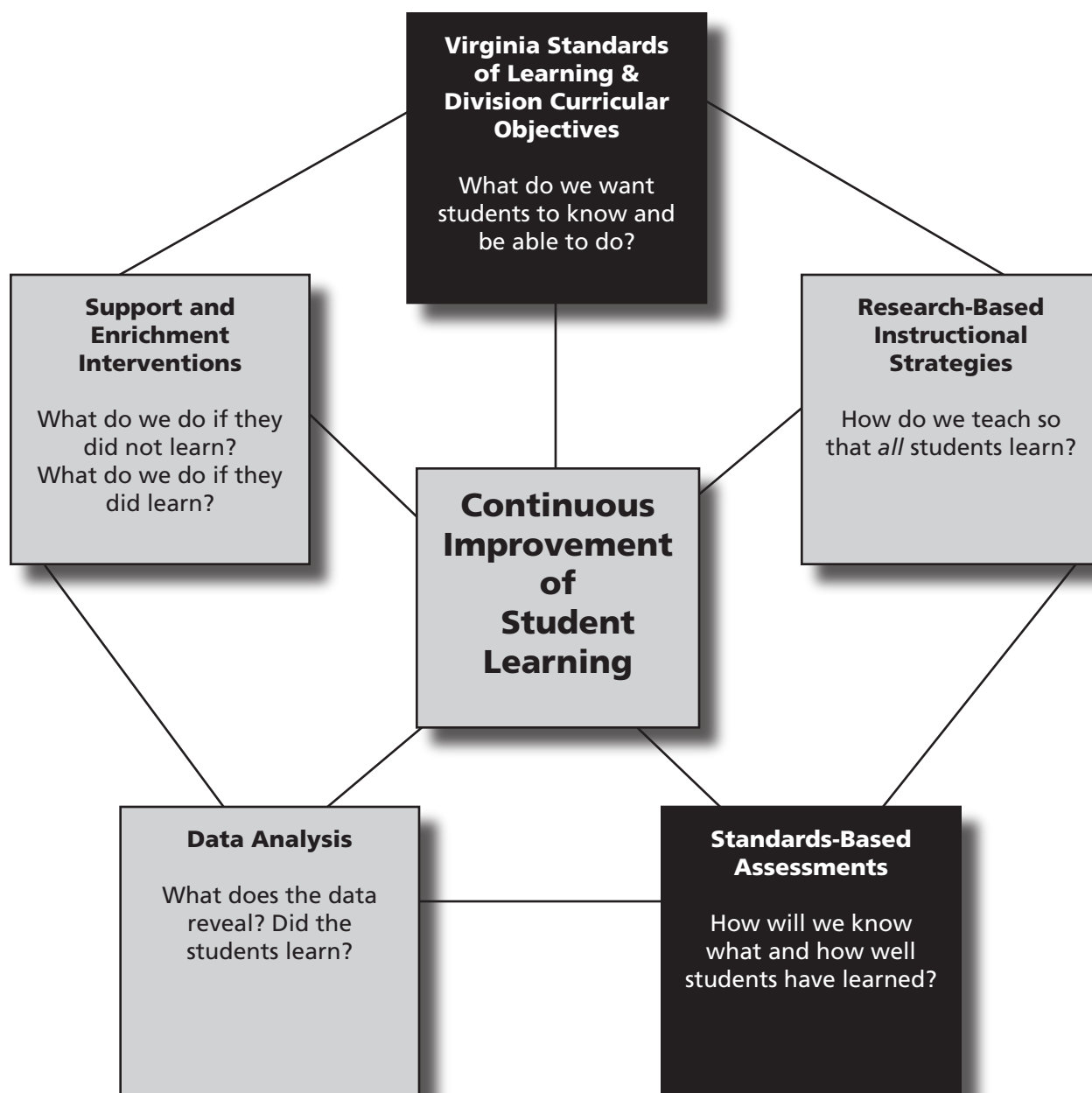
7. Should passing an SOL test be required to receive credit for every subject in high school? Why or why not?

8. How long from the year of graduation should an employer or a college consider a high school diploma valid evidence of minimal educational competency? Explain your answer.



Student Handout

A Continuous Improvement Model for Standards-Based Instruction and Assessment





What Do They Know, and Who is Accountable? The Virginia Standards of Learning

Briefing Paper

What are the Virginia Standards of Learning (SOLs)?

The Standards of Learning describe what the Commonwealth of Virginia expects students to know and be able to do in grades K-12 in English, mathematics, science, history/social science, technology, career and technical education, the fine arts, foreign language, health and physical education, and driver education.

In the four core areas—English, mathematics, science, and history/social science—a curriculum framework details the specific knowledge and skills students must demonstrate to meet the standards for these subjects.

What are the SOL tests?

The SOL tests assess students' proficiency with the SOL standards in the four core content areas: English, mathematics, science, and history/social science. The test items assess Standards of Learning that can be measured using a multiple-choice or written format. Standards of Learning that are not tested are noted on the assessment blueprint.

When were the Standards of Learning and SOL tests developed?

Virginia's Standards of Learning are part of a national educational standards movement that can be traced to the publication of the 1983 report, *A Nation at Risk*, commissioned during the Reagan presidency. *A Nation at Risk* claimed the "educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." The report called for more rigorous education standards. In 1989, in Charlottesville, VA, the nation's 50 governors and President George H.W. Bush adopted the National Education Goals for the year 2000. One goal was to establish challenging, national achievement standards in five school subjects: English, mathematics, science, history, and geography. In 1997, President Bill Clinton, in his State of the Union address, called for every state to adopt high national standards and declared that "by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met." As you learned in the unit on Virginia's educational history, the decision to develop Virginia's SOLs was influenced by the thinking and writing of E.D. Hirsch.

In 1995, the Virginia Board of Education adopted the Standards of Learning (SOLs), determining detailed standards in the core content areas of English, history and social science, science, and mathematics. At the same time, the Commonwealth of Virginia began developing assessments to test student achievement against the SOLs, both at grade level (grades 3, 5, and 8), and at "end-of-course" for specific subjects at the high school level. The assessments were field tested in the fall of 1997 and first administered statewide in the spring of 1998.



Why are Standards of Learning (SOLs) important?

On a local school, division, and state level, the Standards of Learning promote more consistency in what students are expected to know and be able to do. The Standards of Learning tests hold local schools, divisions, and the state accountable for that learning. The Standards of Learning encompass much more than is actually tested on the SOL tests. The SOL tests include only those standards that can be tested in a multiple-choice or written format; therefore, they represent the minimum expectation of what the Commonwealth of Virginia expects students to know and be able to do.

The Commonwealth of Virginia, local school divisions, schools, and students are held accountable based on the results of the SOL tests.

The No Child Left Behind Act requires all states to establish standards for K-12 student learning and examinations to assess student progress. These standards and assessments differ from state to state. If parents of children in K-12 schools or teachers move to another state, they will need to learn what standards and assessments are used in that state.



Background Paper: Standards and Accountability

1. Federal Accountability = Adequate Yearly Progress (AYP)

The 2002 federal *No Child Left Behind* (NCLB) law states that by the year 2013–14, 100 percent of students in every state must pass reading and math tests at each grade level from 3– 8 and once in high school. Scores on the tests are reported for each of the following subcategories: black, white, Hispanic, American Indian, Asian, students with disabilities, migrant, limited English proficiency, and economically disadvantaged. By 2014, 100% of Virginia's students must graduate from high school.

If a state, school division, or school does not make Adequate Yearly Progress (AYP) overall or for any of the subgroups, it faces possible federal sanctions. For more information, see the Virginia Department of Education website, "Virginia Implements No Child Left Behind" at <http://www.doe.virginia.gov/VDOE/nclb/> and "Virginia School Report Cards" at <http://www.pen.k12.va.us/VDOE/src/>

2. State Accountability = Accreditation

For a public school to be accredited (approved) by the Commonwealth of Virginia, at least 70 percent of its students at designated grade levels must pass SOL tests in the four core content areas: English, mathematics, science, and history/social science. For more information, see the Virginia Department of Education website, "Virginia School Report Cards" at <http://www.pen.k12.va.us/VDOE/src/> and "Regulations Establishing Standards for Accrediting Public Schools in Virginia" at <http://www.doe.virginia.gov/VDOE/Accountability/soa.html>

3. Student Accountability = Verified Credits for Graduation

In the Commonwealth of Virginia, results on the Standards of Learning End-of-Course tests determine the diploma a student earns and whether or not a student graduates. Students must earn *standard* and *verified* credits for most diploma types. A standard credit is awarded when a student passes a course. A verified credit is awarded when a student passes a course and passes the related SOL test. For more information, see "Project Graduation-Diplomas and Credits" on the Virginia Department of Education website, <http://www.pen.k12.va.us/2plus4in2004/index.shtml>



Virginia Standards of Learning and Sample Test Items

<p>The student will compare two whole numbers between 0 and 9,999, using symbols ($>$, $<$, or $=$) and words (greater than, less than, or equal to.)</p>	<p>Which is true?</p> <ul style="list-style-type: none"> a. 1,204 is less than 1,204 b. 3,893 is greater than 3,793 c. 2,687 is less than 2,675 d. 4,312 is greater than 4,328
<p>The student will continue to read and demonstrate comprehension of nonfiction.</p> <ul style="list-style-type: none"> a. Identify the author's purpose. b. Make connections between previous experiences and reading selections. c. Ask and answer questions about what is read. d. Draw conclusions. e. Organize information and events logically. f. Summarize major points found in nonfiction materials. g. Identify the characteristics of biographies and autobiographies. h. Compare and contrast the lives of two persons as described in biographies and/or autobiographies. 	<p>The reader can tell that this passage is a biography because it —</p> <ul style="list-style-type: none"> a. is about writing books. b. tells about a real person's life. c. has children in it. d. describes a real place.
<p>The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include:</p> <ul style="list-style-type: none"> a. the energy from the sun drives the water cycle; b. processes involved in the water cycle (evaporation, condensation, precipitation.); c. water is essential for living things; and d. water supply and water conservation. 	<p>When the Earth is seen from outer space, it looks mainly blue. This is because most of the Earth is covered with —</p> <ul style="list-style-type: none"> a. ice b. mountains c. oceans d. deserts



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The student will read and demonstrate comprehension of fiction.

- Describe the relationship between text and previously read materials.
- Describe character development in fiction and poetry selections.
- Describe the development of plot and explain how conflicts are resolved.
- Describe the characteristics of free verse, rhymed, and patterned poetry.
- Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.

The beaver in this story is shown as the —

- group leader
- party giver
- silent partner
- problem solver

The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- Use plural possessives.
- Use adjective and adverb comparisons.
- Identify and use interjections.
- Use apostrophes in contractions and possessives.
- Use quotation marks with dialogue.
- Use commas to indicate interrupters and in the salutation and closing of a letter.
- Use a hyphen to divide words at the end of a line.
- Edit for clausal fragments, run-on sentences, and excessive coordination.

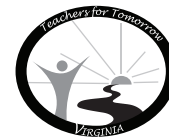
In sentence 25, favorite should be written —

- favrite
- faverite
- favrit
- as it is

The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

- Choose planning strategies for various writing purposes.
- Organize information.
- Demonstrate awareness of intended audience.
- Use precise and descriptive vocabulary to create tone and voice.
- Vary sentence structure.
- Revise writing for clarity.
- Use available technology to access information.

Think back to a moment you'll never forget. Write about what happened and why you will always remember it. Be specific and include as many details as possible.



The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.

$$1.725 - 1.6675 = \underline{\hspace{2cm}}$$

- a. 0.0512
- b. 0.0575
- c. 0.512
- d. 0.575

The student will

- a. read, write, and identify the place values of decimals through thousandths;
- b. round decimal numbers to the nearest tenth or hundredth; and
- c. compare the values of two decimals through thousandths, using the symbols $>$, $<$, or $=$.

The scales below show the weights, in grams, of four soil samples. Which of the following is true about the weights of the soil samples?

- a. $2.61 < 2.09$
- b. $2.74 < 2.58$
- c. $2.09 < 2.61$
- d. $2.58 < 2.09$

The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include

- a. the visible spectrum and light waves;
- b. refraction of light through water and prisms;
- c. reflection of light from reflective surfaces (mirrors);
- d. opaque, transparent, and translucent; and
- e. historical contributions in understanding light.

Which of the following would reflect rather than refract light?

- a. magnifying glass
- b. mirror
- c. prism
- d. lens



Draft Virginia Teachers for Tomorrow Curricular Supplement

The student will investigate and understand characteristics of the ocean environment. Key concepts include

- geological characteristics (continental shelf, slope, rise);
- physical characteristics (depth, salinity, major currents); and
- biological characteristics (ecosystems).

The Chesapeake Bay is important to the larger ocean ecosystem because —

- it is the largest habitat for blue crabs in the United States.
- it provides spawning grounds, nursery beds, and feeding grounds for many species of ocean creatures.
- it serves as the winter home for tundra swans, Canada geese, and a variety of other ducks.
- some species of freshwater fish come down from the rivers to spawn in the bay.

The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
- Choose the correct case and number for pronouns in prepositional phrases with compound objects.
- Maintain consistent verb tense across paragraphs.
- Use comparative and superlative degrees in adverbs and adjectives.

How is joys' of music correctly written?

- joys of music
- joy's of music
- joys's of music
- As it is

The student will investigate and understand that all living things are composed of cells. Key concepts include

- cell structure and organelles (cell membrane, cell wall, cytoplasm, vacuole, mitochondrion, endoplasmic reticulum, nucleus, and chloroplast);
- similarities and differences between plant and animal cells;
- development of cell theory; and
- cell division (mitosis and meiosis).

In this diagram of a single-celled organism, which organelle functions as a place to store extra water?

- cell membrane
- vacuole
- cytoplasm
- nucleus



The student will read fiction and nonfiction with fluency and accuracy.

- a. Use context to clarify meaning of unfamiliar words.
- b. Use knowledge of root words, prefixes, and suffixes.
- c. Use dictionary, glossary, thesaurus, and other word-reference materials.

To find a picture of buckskin, the best place to look is —

- a. in a rhyming dictionary
- b. in a thesaurus
- c. in an atlas
- d. on the Internet

The student will read and demonstrate comprehension of nonfiction.

- a. Use text organizers, such as type, headings, and graphics, to predict and categorize information.
- b. Identify structural patterns found in nonfiction.
- c. Locate information to support opinions, predictions, and conclusions.
- d. Identify cause-and-effect relationships.
- e. Identify compare-and-contrast relationships.
- f. Skim materials to develop a general overview of content and to locate specific information.
- g. Identify new information gained from reading.

Which idea can be supported with information from paragraph 5?

- a. More children than adults help the Locks of Love program.
- b. The hairpieces are made by special machines.
- c. Not all hairpieces are made from human hair.
- d. The Locks of Love program was begun in 1997.

The student will investigate and understand the characteristics of the Earth and the solar system. Key concepts include

- a. position of the Earth in the solar system;
- b. sun-Earth-moon relationships (seasons, tides, and eclipses);
- c. characteristics of the sun, planets and their moons, comets, meteors, and asteroids; and
- d. the history and contributions of the space program.

Which layer of the sun is seen during a total solar eclipse?

- a. chromosphere
- b. photosphere
- c. core
- d. corona



Theme II: Experiencing the Profession/Unit 1: History and Trends

Virginia Standards of Learning—What Do They Mean to Me?

Objective: Students will be able to explain the importance of the Standards of Learning for various educational stakeholders.

Essential Question: How do the Virginia Standards of Learning affect educational stakeholders?

Assessment: Students will be able to form **three** generalizations about the Virginia Standards of Learning on which most stakeholders would agree, **two** points of disagreement, **one** reason stated by a stakeholder for maintaining the standards, and a rationale for their own opinion based on class reading and discussion.

Critical Concepts/Vocabulary:

Standards of Learning (SOLs), SOL Tests, accountability, stakeholders, accreditation, verified credit, No Child Left Behind (NCLB), Adequate Yearly Progress (AYP)

Activities:

1. As a class, have students brainstorm a list of the various stakeholders who are affected by the Virginia Standards of Learning (e.g., Virginia Department of Education; politicians; state, division and local superintendents; principals; assistant principals; school boards; core teachers; non-core teachers; teacher aides; parents; students; the public; etc.).
2. Have individuals or pairs of students pick one of these stakeholder groups. Conduct a one-minute speed-write expressing what students think this group's perspective might be in regard to the Standards of Learning. (Guide students to move beyond emotional responses and toward each group's views about challenges and opportunities.)
3. Tell students you will be inviting a panel of various stakeholders to visit the class. Students will work in small groups to develop interview questions to ask during the visit.
4. Distribute handout "Virginia Standards of Learning—Why Do They Matter?" Have students read and work in their groups to generate questions to ask the panel, using the reading as a source of ideas.
5. Invite a panel of three or four stakeholders to the next class meeting. The panel should include at least one expert who is fully knowledgeable about the Virginia Standards of Learning (e.g., an assessment or accountability specialist from Central Office), as well as individuals representing a variety of other stakeholder perspectives (e.g., a special education teacher, the parent of a child with special needs, etc).



6. Have students interview the panel members to learn how these stakeholders are affected by the SOLs.
7. Students will create a one-page summary of the interview. The summary may be placed on a graphic organizer, listed in a bulleted outline, or written in paragraph form.

Assessments:

Teachers may collect the one-page interview summaries and the 3-2-1 Analysis of the Virginia Standards of Learning to assess for understanding.

Materials:

Handout: Virginia Standards of Learning—Why Do They Matter?

Student Worksheet: 3-2-1 Analysis of the Virginia Standards of Learning

Time: Approximately 45 minutes for preparation of interview questions and 45 minutes for the panel presentation.

Standards:

11. 1.2: Students will understand the educational trends that have influenced the issues in today's education.

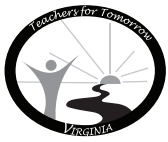
II.1.1: Students will trace the state and national history of education.

II. 1.4: Students will identify positive and negative perceptions of the teaching profession.

II.2.2: Students will describe the governance structure of their local, state, and national educational systems.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.

IV.1.2: Students will develop expository and informational writings.

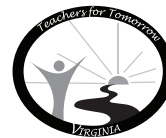


Virginia Standards of Learning— Why Do They Matter?

Interview Assignment Sheet

A stakeholder is someone who has a special interest in a particular policy or program. You will find out more about your local educational stakeholders' views on the Virginia Standards of Learning during a panel presentation.

1. Work with a small group to develop a list of interview questions. Your teacher will help select the best questions for the class to ask on the day of the panel.
2. Write five interview questions with your small group using the following interview topics as a guide.
 - Personal Experiences
 - Opportunities associated with SOLs
 - Challenges Related to SOLs
 - Ways of Dealing with Challenges and Opportunities
 - Curriculum and the SOLs
 - Test Results
 - Accreditation Issues
 - Advice for Teacher Cadets
3. Take notes as you listen to the responses of the panel members; record key points and quotes.
4. After the panel discussion, create a one-page summary. You may use a graphic organizer, bulleted outline, or paragraph form.



3-2-1 Analysis of the Virginia Standards of Learning

THREE Generalizations about the Virginia Standards of Learning on which most stakeholders would agree:

1.

2.

3.

TWO Points of Disagreement about the Virginia Standards of Learning:

1.

2.

ONE reason stated by at least one stakeholder to maintain the Standards of Learning in Virginia:

1.

MY OPINION about the Standards of Learning based on our class reading and discussion:

INSERT TAB

II-2